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**General Suggestions  
Concerning  
Wartime and Post-War  
Consumer Education**

**Bulletin 217  
1944**

**COMMONWEALTH OF PENNSYLVANIA  
DEPARTMENT OF PUBLIC INSTRUCTION  
HARRISBURG**



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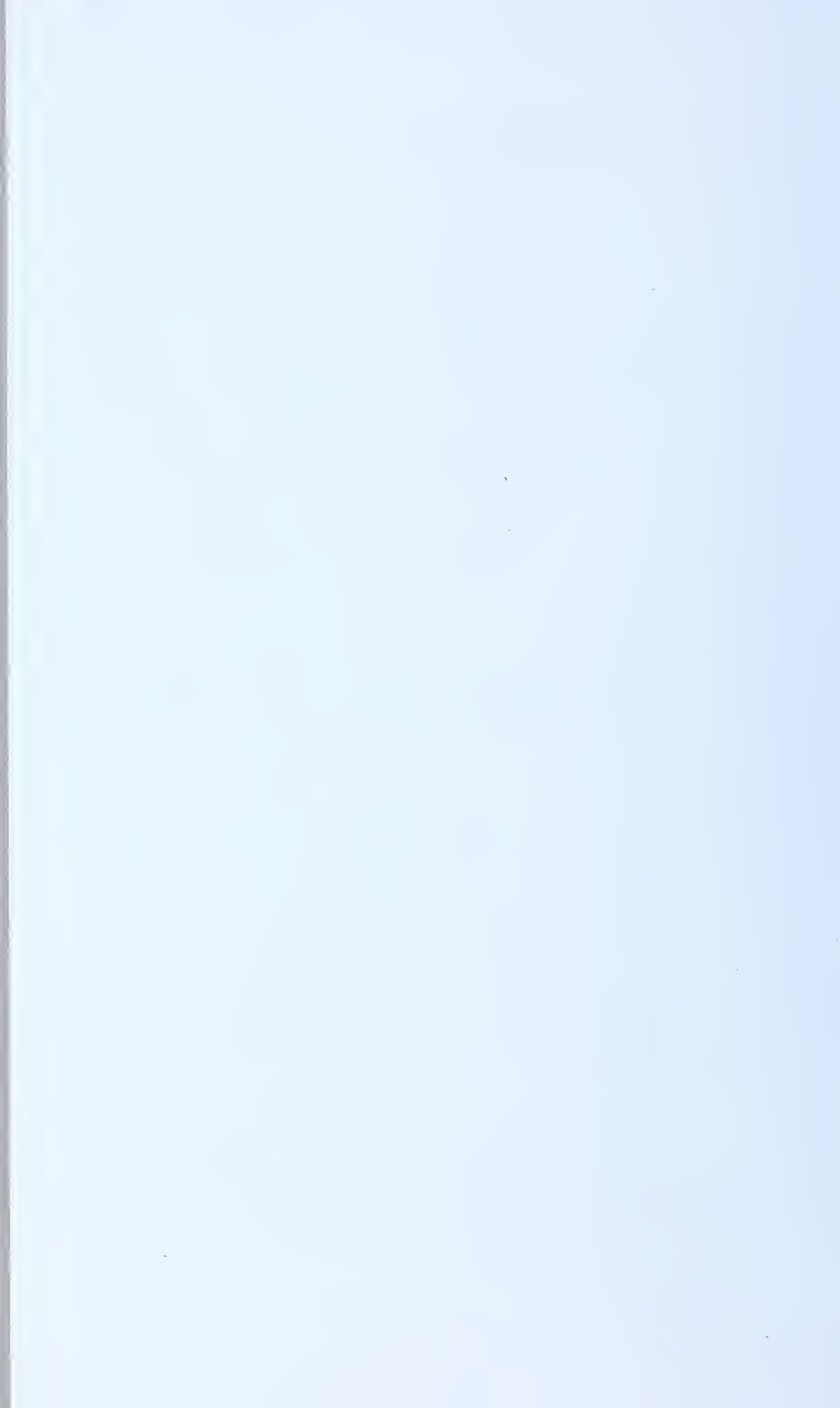


**General Suggestions  
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## FOREWORD

THE REALIZATION grows daily that a modern war may be won not only on the field of battle and in the factories, but in every home and in every classroom as well. Among the many contributions which the educational forces of the Commonwealth can make to the war effort there is an imperative need for a cooperative effort to inform and educate young people and adults as consumers.

Teachers and students in every school and in every subject can develop understanding which leads to intelligent action concerning rationing, systematic saving for war bonds, salvage, use and care of goods, hoarding, inflation pressures, and the many other consumer problems created by the war. Not less vital to the public well-being and the orderly advance of democracy are questions regarding economic planning for the post-war period.

This bulletin has been prepared for the purpose of encouraging and aiding the schools of the Commonwealth to develop desirable consumer education and cooperation. These materials and suggestions should be helpful to teachers in various subject fields and to school committees cooperating with the committees on consumer interests of the local council of defense. The bulletin has been prepared after consultation with representatives of the U. S. Office of Education, Office of Price Administration, National Education Association, Pennsylvania State Education Association, The Advisory Committee on Consumer Interests of the State Council of Defense, and Pennsylvania school districts.

The bulletin was outlined by the Committee on Consumer Education of the Bureau of Instruction, working under the general supervision of Paul L. Cressman, Director of the Bureau. Special acknowledgment is extended to Robert A. Bream, Assistant County Superintendent, Adams County, for his work in the preparation of the text material.

Suggestions for the further development of consumer education materials are solicited. After responses to this invitation for suggestions have been received and studied, the Committee is planning to collect, prepare, and disseminate more specific and more immediately useful instructional units in the consumer area. For this task, they will call upon the experience of outstanding teachers in a wide variety of subject matter fields. The chairman of your local consumer education group is requested to inform the State Committee concerning your present program and the services desired from the Department of Public Instruction. For your convenience a form is included at the end of this bulletin. Correspondence should be directed to the Committee on Consumer Education in the Bureau of Instruction.

*Francis B. Haas*

*Superintendent of Public Instruction*

March 1, 1944.

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# General Suggestions Concerning Wartime and Post-War Consumer Education

## Part One

### PHILOSOPHY AND OBJECTIVES

#### I. Philosophy

**C**ONSUMER EDUCATION is not new, but a frank recognition by educators of their responsibilities in this connection is a comparatively recent development. In building a curriculum program in this area, it is imperative that we take stock of our thinking in relation to it. Our point of view affects the selection of objectives, the determination of activities, and the choice of materials of instruction. The point of view of those connected with the public schools should be as broad and as universal as life itself. In keeping with generally accepted principles of education, we believe that certain special considerations should guide the development of instruction in consumer education. These are offered below in the hope that they may prove helpful as general guides to creative work in this area.

A. Consumer education is essentially democratic. It is an area in which the entire human family has common needs and interests. It implies a supreme concern for the welfare of all consumers as well as maximum benefits for each individual.

B. Consumer education is a universal need. It is a prerequisite of economic efficiency. It should not be left to chance, but should be included in a planned school program.

C. Consumer education is not merely a school subject; it is an emphasis on a group of objectives which should extend into every school level and into nearly every subject throughout the school program.

D. Consumer education is not limited to the confines of the school room. Instruction should be developed around themes or topics related to real life situations.

E. The objectives of consumer education should be stated in terms of the changes to be attained in human behavior.

F. Grade placement of topics should depend upon the needs of the group; the creation of situations should not be forced. The best motivation springs from the desire to learn what is recognized as useful.

G. Education of the consumer should carry on into adult life.

H. The various aspects of consumer education may be developed effectively through the unit form of organization.

I. Activities and instructional materials should be determined democratically with pupils, teachers, and patrons cooperating in the process.

J. Someone in each school system should have the responsibility of orienting and integrating consumer instruction to the end that the parts may gradually emerge as a well-balanced program of consumer education.

K. Consumer education is a promising organizing medium for the integration of the knowledge, skills, and attitudes needed in meeting the economic problems of everyday life.

L. Consumer education can make significant contributions to the attainment of social and economic democracy.

## II. Objectives

**A. Wartime Objectives:** Wartime consumer education should enable the student :

1. To understand the materials needed for war and the consequences of shortages to consumers.
2. To conserve commodities needed for war purposes.
3. To economize in school supplies, foods, textiles, transportation, rubber, metal, and power.
4. To participate in salvage drives for the collection of fats, metal, tin foil, etc.
5. To budget and spend money wisely.
6. To understand inflation and how to avoid it.
7. To understand the fundamentals of taxation.
8. To select substitutes intelligently.
9. To avoid hoarding, racketeering, and black market operations.
10. To know materials and money values.
11. To purchase war stamps and bonds through savings that might otherwise have slipped through his fingers.
12. To understand the issues for which we are fighting.
13. To count the costs of the war in terms of the benefits that may be gained in the future.
14. To understand the effects of rapid expansion and dislocation of industries on capital, labor, and the consumer.

**B. Universal Consumer Objectives:** Consumer education should enable the student :

1. To conserve natural resources.
2. To become an informed and skillful buyer.
3. To plan personal expenditures.
4. To safeguard consumer interests through appropriate individual and group action.
5. To develop standards of judgment and value for guiding expenditures.
6. To relate daily behavior to present conditions.

## Part Two

### SUGGESTED TOPICS AND APPROACHES

#### III. Suggested Topics or Units for Each Objective

##### A. For the wartime objectives:

1. Materials needed for war; shortages of consumer materials; consumers in wartime; rationing.
2. Conservation and use of scarce materials.
3. How to economize in school supplies; meeting needs for food, clothing, housing, health, transportation, rubber, metal, and power.
4. Salvage and scrap drives.
5. Budgeting and spending for victory.
6. How to avoid inflation; cost of living regulations.
7. Taxes and war financing.
8. Using substitutes; victory gardens; home canning.
9. Hoarding; war rackets; the black market.
10. Quality and price; grades and labels.
11. War stamps and bonds.
12. Why we are fighting.
13. Post-war planning.
14. Better relations between capital, labor, and consumer.

##### B. For the universal consumer objectives:

1. To conserve natural resources.\*
  - a. Importance of resources (national, regional, local).
  - b. Plans for conservation.
  - c. Agencies for conservation.
  - d. Procedures for conservation.

Principles regarding the development of consumer conservation: Our very existence depends upon the availability of essential natural resources and the use which is made of them.

2. To become an informed and skillful buyer.
  - a. Consumer goods and services.
  - b. Marketing agencies and methods.
  - c. Prices, price changes, and price ceilings.
  - d. Quality standards and grade labeling.
  - e. Quantity standards and labeling.
  - f. Adulteration.
  - g. Substitution (alternate and successor merchandise).

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\* Current information may be obtained from the Conservation Division of the War Production Board in Washington, D. C., and locally.



- h. Fashion and style.
  - i. Sales resistance to propaganda and pressures.
  - j. Advertising.
  - k. Testing agencies.
  - l. Frauds and schemes.
3. To plan personal expenditures.
- a. Money income and expenditures.
  - b. Budgets for essentials and for luxuries.
  - c. Government investments in war stamps and bonds, postal savings, etc.
  - d. Commercial investments.
  - e. Borrowing and credit unions.
  - f. Credit buying, U. S. Government Credit and Regulation W.
  - g. Insurance.
  - h. Health care.
  - i. Social security.
  - j. Taxes.
  - k. Money records.
4. To safeguard consumer interests.
- a. Consumer legal remedies—federal, state, and local.
  - b. Consumer organizations and agencies.
  - c. Consumer cooperatives.
  - d. Desirable legal changes.
  - e. Relationship between capital, labor, and the consumer.
5. To develop standards of judgment.
- a. Standards and levels of living (needs vs. wants; wartime vs. peacetime).
  - b. Sources of consumer values and standards.
  - c. Food and health values and standards.
  - d. Clothing values and standards.
  - e. Housing, fuel, and furnishings—values and standards.
  - f. Recreation and education values and standards.
  - g. Financial security values and standards.
  - h. Communication and transportation values and standards.
  - i. Buying pressures.
  - j. Choice.
6. To relate daily behavior to present conditions.
- a. Taxes and profits in wartime.
  - b. Price and rent ceilings.
  - c. Wage stabilization.
  - d. Farm price stabilization.



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- e. War bonds.
- f. Rationing and voluntary sharing.
- g. Installment buying and paying debts.
- h. Priorities.
- i. Conservation and salvage drives—iron, tin, grease, etc.
- j. Nutrition and physical fitness.
- k. Threat of inflation.
- l. Supply and demand.
- m. Investment and profit.
- n. Capital and labor; prices and wages.
- o. Scarcity and abundance.
- p. Monopoly.
- q. Social security legislation.
- r. Public power projects.
- s. Physical and human resources.
- t. Potential and actual productivity.
- u. Distribution of wealth and income.

### IV. Some Introductory Activities

- A. Establish a Consumer Education Council for the purpose of planning and coordinating the consumer activities in the whole school system.
- B. Organize a wartime consumer week. Write for suggestions from the Office of Price Administration.\* Implement it by consumer projects in systematic saving, thoughtful spending, more careful use and conservation of goods and services, developing consumer morale as well as physical fitness, and other contributions towards winning the war.
- C. Conduct consumer assembly programs including speakers, motion pictures, plays, and novelties similar to "Information Please" on the radio.
- D. Establish a repair training club to make repairs on consumer goods.
- E. Plan a consumer exhibit or fair for the school and community.
- F. Provide an up-to-date bulletin board news service for consumers.
- G. Relate units or topics to daily life activities. Units or topics on consumer education should be included in various subject fields (business education, home economics, social studies, science, etc.) of the elementary and secondary school, and in special consumer courses for adults, through school extension classes, women's clubs, civilian defense agencies, and other similar organizations. Such units should relate to:

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\* Suggested Outline for a High School Consumer Week. Consumer Division, Office of Price Administration, Washington, D. C., 1942. Free.

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1. Consumer money management activities, aiming at increased savings for war bonds and stamps, such as:
  - a. Thrift.
  - b. Budgets.
  - c. Money records.
  - d. Savings and investments.
2. Consumer buying activities, aiming at the prevention of over-buying and hoarding.
  - a. Getting information first through various methods and sources (governmental, business, and private).
  - b. Giving the order or buying goods and services.
  - c. Receiving the goods and services through various methods.
  - d. Paying the money.
3. Consumer use and care of goods and services, aiming at conservation for victory and relating to:
  - a. Personal and home purchases, especially rationed items.
  - b. Government war products, especially priority and alternate articles.
  - c. Industrial, office, and store products and services, such as decreased deliveries, decreased pleasure travel, etc.
4. Current wartime consumer problems using the O.P.A. Information Leaflets provided by the Educational Services Branch Office of Price Administration, Washington, D. C.

## **Part Three**

### **SAMPLE UNITS**

#### **V. How the Samples May Be Used**

As an illustration of the type of flexible teaching materials that may be developed around any of the major topics or themes in the consumer area, two sample units are included in this section. One of these units was developed in a second grade and could be adapted easily to other grades in the elementary school. The other is intended for secondary school pupils on the eleventh or twelfth grade level. Additional suggestions for school activities at the elementary level follow the first unit.

Both of the suggested units were developed, tried out, and revised over a period of several years under the direction of a Pennsylvania school man who has been a pioneer in the consumer education field. It will be noted that the various units can be modified easily from time to time as new objectives, techniques, and materials appear. These units are in reality master teaching plans and as such are subject to modification to meet the needs of the students. It is expected that both teachers and students will participate continuously in developing their own units of work. The value of the unit is not in the finished product, but rather in the process of producing it. Each group of students is entitled to the joys of discovery and to the educational experience resulting from original investigations. The work of the class should be adapted to the present and probable future needs of students as individuals and as members of society.

Such units make provision for individual differences by including a great variety of activities from which may be chosen those of most interest and value to the individual or group. Pupils may suggest their own problems for investigation, and, of course, every opportunity and encouragement should be given for them to do so.

A school system may evolve a program of consumer education by cooperatively planning and building a series of such flexible consumer education units. Ideally, the person or committee charged with responsibility for coordinating the work, should see that teachers, pupils, and patrons all have an opportunity to contribute to the emerging program.

The two units, included as samples, are considered especially appropriate during this period of national emergency with its accompanying scarcity of raw and finished products for consumer use. The first unit deals with the use and care of items commonly handled by children, and the second unit aims to help students in the essential job of conserving the goods, services, and resources now available to the nation.

#### **VI. An Elementary School Unit Care of Toys and School Supplies**

##### **A. Introduction:**

One of the first duties of the school is to teach children to respect and care for public and private property. Such instruction is needed at all times, but in times like the present it becomes a matter of

primary concern. Children can learn to give thought and care to the toys and supplies they use every day. If they do not practice such care habitually, our words about good citizenship and respect for property are worse than futile.

Youngsters learn to do what they get satisfaction in doing, and they learn to say what they get satisfaction in saying. Frequently, the lip service and the practice are at odds with each other. The alert teacher can reconcile the best elements of both by exerting a constant and sensitive vigilance over all that is said and done in her presence.

### **B. The Problem:**

How can we get the best use from toys and school supplies?

### **C. Objectives:**

A study of this unit should enable the student:

1. To use school supplies and toys more carefully.
2. To appreciate and assume more responsibility for the things he gets from the school.
3. To strengthen the habit of care in using public and private property.
4. To discover what he can do to make the school a more pleasant place in which to live and work.
5. To understand some of the changes in toys and in school supplies in the last hundred years.
6. To develop habits of good workmanship, and respect for the work of others.
7. To buy more intelligently small articles as pencils, toys, crayons, erasers, paper, notebooks, and story books.
8. To relate this study to other school and out-of-school activities.

### **D. Approaches:**

1. Make a toy shop. Attach prices to all toys. Choose a storekeeper each day and have other children buy toys. Have students discuss and rate the good and bad features of each toy. How should you care for each?
2. As you see pupils marking or wasting school material, discuss the necessity of caring for the materials on hand. Point this out over a period of time to show it up as a group problem.
3. Read a story about Lincoln's school days. Show his deep appreciation and tender care for books.

#### *Materials Needed:*

Toys for toy shop.

Wood for hornbook.

Paper for art work.

Cord and wax for candles.

Motion pictures.

Books about:

a. Toys.

b. School days and materials.

c. Lincoln's school days and the materials he had.

**E. Activities, Problems, Projects:**

1. Make a very brief study showing growth of schools and materials from:
  - a. Colonial days.
  - b. Pioneer days.
  - c. Civil War times.
  - d. After 1900.
  - e. Present day.
2. Collect pictures.
  - a. Make a "Then and Now" booklet about schools, including such materials as: writing implements, books, desks, chairs, ink, crayons, paper, etc.
3. Make a hornbook and contrast its advantages with the present-day book.
4. Discuss how to buy toys and small articles needed at school.
  - a. Look them over.
  - b. Know what to look for.
  - c. Each article has distinctive features. What are they in each case?

Example (1) Toy car:

- a. From what material is it made?
- b. How are wheels attached?
- c. What kind of paint is used?

Example (2) Lead pencil:

- a. What kind of lead?  
Hard? Soft?
  - b. Does it have an eraser?  
How is it attached?  
How well is it attached?
  - c. How large is the pencil?
  - d. What kind of finish is used?
5. Make models of toys.
  6. Make a visit to a toy store.
  7. Write stories about buying experiences.
  8. Tell stories about buying experiences.
  9. Make two large pictures of:
    - a. Children of Colonial days using supplies in school.
    - b. Children of the present day using toys or supplies in school.
  10. Dip candles to get appreciation of modern lighting and of early workmanship.
  11. List words learned in connection with this unit: label, price, brand, toys, catalog, bargain, reduced, expensive, budget, cheap, sale, shop, consumer, store.
  12. Make poems about tools used in class.
  13. Make a primer or first reader about modern school materials and those of long ago for first graders to use.
  14. Try to visit an exhibition of old books and school supplies. Collect, or draw, pictures of them.
  15. Make a display of school supplies, old and new.
  16. Look for motion pictures about schools.
  17. Read widely concerning schools.



**F. Concluding the Unit:**

1. Make a display of work done and invite another room, or mothers to see it.
2. Evaluate the learnings and experiences.
  - a. Discuss actual buying experiences.
  - b. Observe how students use books, crayons, et al.

**G. Relating the Subject to Other Classes:**

1. Arithmetic:
  - a. Johnny went to the store and bought a toy for 10¢, chalk for 2¢, and a notebook for 10¢. How much money did Johnny spend?
  - b. In our toy shop we have 15 cars. Seven of them are red and the remainder are green. How many are green?
  - c. Mary had 25¢. She bought a doll's dress for 10¢ and crayons for 8¢. How much change did she get?
2. Art:
  - a. Combinations of color.
  - b. Good arrangement and balance for pictures and models.
  - c. Creative drawings.
  - d. Bookmaking.
3. Language:
  - a. Informal discussions and conversation about toys used at different age levels.
  - b. Correct usage in speaking and writing about such topics as:
    - a) "What I Thought About Before Buying My Toy Auto."
    - b) "Why I Bought This Notebook."
4. Reading:
  - a. Stories about school materials.
  - b. Reading for information about buying toys, toy shops, school days.
5. Music:
  - a. Songs about school materials and toys.
6. Social Studies:
  - a. Limited history of school supplies.
  - b. Facts about Lincoln's school days.
7. Spelling and Writing:
 

Word list and written work related to study. (List previously given.)

**H. Helps for the Teacher:**

1. First American schools:
  - a. Fear of Indians kept people together. When Indians were subdued the people scattered, and the "moving schools" were established. The school would be held in one district for three or four months a year and then travel on to the next district.

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2. School buildings :
  - a. About 25 feet square.
  - b. Built of logs, and sometimes had no floor.
  - c. Heated by fireplace or stove.
  - d. Sticks were inserted between logs around sides of room at convenient height, and boards nailed on them to serve as desks.
  - e. Lighted by candles or fireplace.
  - f. There was no glass in the window frame. Many schools used paper greased with lard to make it transparent, and less easily wet.
  - g. There often were cracks in the roof.
3. School equipment :
  - a. Goose quill pens.
  - b. Homemade ink from berries.
  - c. Slates, about 1820, lead pencils a little later.
  - d. Books : Hornbooks, New England Primer, very few reading books.
  - e. No blackboards or maps. Once in a while, a globe.
  - f. Paper was rough and dark. The cost was so high they had to use it sparingly. Often they had to use birch bark.
4. School program :
  - a. Bible study
  - b. Reading
  - c. Writing
  - d. Arithmetic
5. Abraham Lincoln's school days :
  - a. Had to walk several miles through woods to get to school.
  - b. School building, equipment, and program were the same as described in 1, 2, 3, 4 above.
  - c. Read by the light of the fire.
  - d. Wrote with charcoal on a wooden shovel.
  - e. Books were scarce. Abe walked 20 miles to borrow them.
  - f. During a storm one night, the roof of Abe's home leaked. He awoke and found a borrowed book soaking wet and spoiled. He had borrowed it from a rich farmer. He worked very hard for three days to repay him.

### I. Bibliography for the Children:\*

Aulaire, Ingri and Parin, Edgar. *Abraham Lincoln*. New York: The Literary Guild Corp., 1939. \$2.00

Baruch, Mrs. Dorothy Walter. *Good Times With Our Friends*. New York: Scott, Foresman and Co., 1941. 72¢. (pp. 115-19)

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\* The bibliography of the original unit has been expanded to include some material for children slightly older. The list is not exhaustive, but will suggest the type of material that is available from regular textbooks and other children's books.

- Bianco, Margery Williams. *The Little Wooden Doll*. New York: The Macmillan Co., 1940. \$1.00
- Buckley, Horace Mann and others. *Here and There*. New York: The American Book Co., 1938. 76¢. (pp. 8-21) (Road to Safety Series)
- Crabtree, Eunice Katherine and others. Book 2. *Under the Roof*. New York: University Publishing Co., 1941. 96¢. (pp. 242-8)
- De Angeli, Mrs. Marguerite Lofft. *Skippack School*. New York: Doubleday Doran and Co., 1941. \$2.00
- Duffe, Marcelle Laval. *New England Colonial Days*. New York: Row, Peterson and Co., 1941. 32¢. (pp. 6-10) (Basic Social Education Series)
- Elson-Gray Basic Readers. Book 2. *The Red Wagon*. New York: Scott, Foresman and Co., 1931, 1936. 80¢. (pp. 125-29)
- Gray, William Scott and others. Book 2, level 2. *More Friends and Neighbors*. New York: Scott, Foresman and Co., 1941. 92¢. (pp. 16-21) (Basic Readers: Curriculum Foundation Series)
- Hahn, Julia Letheld. EVERYDAY FUN. *To the Store and In the Store*. New York: Houghton Mifflin Co., 1934.
- Horn, Ernest and Wickey, Rose. Book 1. *We Live in a City*. New York: Ginn and Co., 1940. 76¢. (pp. 163-7, 170-3) (Progress in Reading)
- Horn, Ernest and Wickey, Rose. Book 2. *Making New Friends*. New York: Ginn and Co., 1940. 84¢. (pp. 60-5) (Progress in Reading)
- Lacey, Ida Belle *Light Then and Now*. New York: The Macmillan Co., 1930. 96¢.
- Miller, Jane. *Jimmy the Grocerymen*. New York: Houghton Mifflin Co., 1934. 90¢.
- Monsell, Helen Albee. *Tom Jefferson*. New York: Bobbs-Merrill Co., 1939. \$1.00 (pp. 62-86, 107-29)
- O'Donnell, Mabel and others. Basic Primer. *Day In and Day Out*. New York: Row, Peterson and Co., 1941. 72¢. (pp. 2-13) (Alice and Jerry Books)
- O'Donnell, Mabel and others. Book 4. *Singing Wheels*. New York: Row, Peterson and Co., 1940. \$1.20. (pp. 253-93) (Alice and Jerry Books)
- Pumphrey, Margaret Blanche. *Pilgrim Stories and Plays*. New York: Rand McNally and Co., 1932. 84¢. (pp. 233-6)
- Skinner, E. L. FUN IN OUR BUSY WORLD. *Playing Ball*. New York: The American Book Company, 1930. 84¢.
- Stevenson, Augusta. *George Washington*. New York: Bobbs-Merrill Co., 1941. \$1.50. (pp. 38-67, 100-14)
- Stone, Gertrude Lincoln and Fickett, Mary Grace. *Everyday Life in the Colonies*. New York: D. C. Heath and Co., 1905. 72¢. (pp. 13-21)



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- Storm, Grace Emily. Book 3. *Neighbors and Helpers*. New York: Lyons and Carnahan, 1939. 88¢. (pp. 226-33, 242-4) (Guidance in Reading Series)
- Suzzallo, Henry and others. FACT AND STORY READERS. Book 2. *At the Market*. The American Book Co., 1930. 76¢.
- Waddell, John Franklin and others. *Long Ago*. New York: The Macmillan Co., 1933. \$1.16. (pp. 180-6, 243-4)
- Warren, Mrs. Maude Lavina Radford. *Little Pioneers*. New York: Rand McNally and Co., 1933. 80¢. (pp. 172-82)
- White, Margaret L. THE DO AND LEARN READERS, Book 2. *The Kite Contest*. New York: The American Book Co., 1930. 32¢.

### J. Bibliography for the Teacher:

- Earle, Alice Morse. *Home Life in Colonial Days*. New York: The Macmillan Co., 1930. \$2.50
- Goldsmith, Milton. *Practical Things With Simple Tools*. New York: George Sully and Co., 1916. \$1.25
- Johnson, Clifton. *Old-Time Schools and School-Books*. New York: Peter Smith, 1935. \$3.00
- Kunou, C. A. *Easy-To-Make Toys*. New York: The Bruce Publishing Co., 1928. \$1.44
- Leeming, Joseph. *More Things Any Boy Can Make*. New York: D. Appleton-Century Co., 1936. \$2.00
- Encyclopedia Americana*. New York: Americana Corporation.
- Encyclopedia Britannica*. Chicago: The Encyclopedia Britannica Co.
- Compton's Pictured Encyclopedia and Fact Index*. Chicago: F. E. Compton and Co.
- The World Book Encyclopedia*. Chicago: W. F. Quarrie & Co.

## VII. Further Suggestions for Elementary Schools\*

Any problems that fall in the six areas of wise buying, conservation, budgeting, rationing, price control, and rent control which lend themselves to experimentation or demonstration, can make a place for themselves quickly among elementary school activities. The solution of problems which involve thinking through a situation, reading, discussing, studying, and finding practical solutions is another type of possibility. Some such problems may involve an excursion to a store, to a ration board, to Red Cross headquarters, or to an industrial plant in order to get experience to supplement work with books and other materials.

There are many concrete forms of expression, such as the use of exhibits, window displays, maps, charts, graphs, cartoons, bulletin boards, dramatizations, art products, slides, menus, scrapbooks—all of

\* This section is adapted from "Consumer Education—A 'Must' for Elementary Schools," *Education for Victory*; Vol. II, No. 4, August 15, 1942.

which represent activities which can be utilized in relation to any of the six areas of consumer education. The choice of a medium for expression should be determined by the extent to which it will produce action on the part of children.

In the science room, or in classrooms with home-made equipment, children have watched a fascinating experiment carried on by the teacher as a demonstration, or by a committee of children as their assignment, to show that a boy's wash shirt advertised as made of "pre-shrunk" material actually lives up to that reputation; that when certain ready-to-eat cereals are run through a food chopper, or weighed, one discovers which is the "best buy" for the money; or that plants will not grow well unless they have proper soil, light, moisture, and plant food; and as a consequence, a Victory Garden will be a poor investment unless the plants are sturdy and well-cared-for.

Wise buying is probably the aspect of consumer education that before the war most nearly touched the child of elementary school age, as he went to the store; as he saved for a purpose; as he spent his pennies or nickels for candy or ice cream; or as he put them in a savings bank.

Children of elementary school age still make purchases for themselves, and often for their families, and in families which are democratically managed, children have a voice in deciding what clothes they shall have, and what investments shall be made that concern every member of the family group.

In learning to buy wisely, it may be the child's problem to keep a record of use as a means of finding the most economical soap for bathing, or to compare the relative warmth of different kinds of clothing, or to study labels and contents of bottles and cans in deciding which purchase to make. The techniques for any of these activities can be worked out at school.

Overlapping on the field of wise buying is the problem of conservation narrowed to the area of consumer education. To buy, or not to buy, that is the question. Can David make his old shoes do if they are half-soled and he takes better care of them? Can Jane's dress that she has outgrown be remodeled for her younger sister, Mary? Problems related to clothing offer many possibilities for study on the part of the elementary school child. Long before the war some schools had organized valet clubs for children of seventh and eighth grades. These clubs functioned especially in sections of a city where mothers were employed. A boy or girl who knows how to mend a rip, put on a simple patch, sew on loops and labels, darn a stocking, sew on a button, or shine shoes can be a big help to busy mothers. In times of emergency, even younger children can be given some of these skills. No one wants to make children old before their time; no youngster should have so many family responsibilities imposed that he has no free hours in which to be a child. But a good balance between work and play is a desirable goal for both peace and wartime.

In one school, teachers felt that the activity program was hampered because of lack of certain supplies used in fine and industrial arts. A committee of children under the guidance of a teacher organized plans

## SUGGESTIONS—WARTIME AND POST-WAR CONSUMER EDUCATION

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for having children of the various grades collect scrap material such as cartons, tin cans (this was in an area where these are not collected for war purposes), cold cream jars, string, cigar boxes, pieces of cloth, scraps of wood, and other comparable things. The committee sorted the products of this treasure hunt, and arranged them on the shelves of the supply room where they could be drawn upon as regular supplies.

There are many activities relating to clothing that children can be responsible for. They can change from school clothes to old clothes for after school play. They can help to protect woolen garments from moths, can dye faded garments, can learn the necessary steps in washing woolen clothes. There are simple skills that even children can master in cleaning spots from garments. There is a challenge, too, in keeping track of the money spent in a season on clothing, and seeing in what ways the amount can be reduced.

Food is a subject of interest to children as well as to adults. They can help or can manage for themselves on a small scale, a Victory Garden; can pick, and can or dry vegetables and fruits for winter use. They can take responsibility for preparing the school lunch with the aid of a Red Cross canteen unit, as was done in a midwestern city. Children can cooperate in a "clean plate" program which calls for them to eat every bit of food which has been served to them.

Conservation applies not only to food and clothing, but to other aspects of living as well. The care of school supplies and equipment has many practical values as an activity. Possibilities of such an activity for younger children were shown in the sample unit on "Care of Toys and School Supplies." Committees of children in upper grades can get from the school superintendent or the accounting office, a statement of costs for each month of the year. They can then make comparisons from year to year of the cost for heat, light, gas, water, toilet paper, toweling, soap, paper, pencils, erasers, ink, art, and other materials for any given month. Groups of children have used such figures to educate both schoolmates and teachers on how these facilities and materials can be conserved. The result is that lights are put out when rooms are not in use, faucets are tightly turned, the janitor is notified when room temperature is too high, school supplies are rationed on an equitable basis determined by discussion between teachers and pupils.

The extension of such a program as this to the home may include care of the garden hose, lawn mower, garden tools, vacuum cleaner, washing machine, electric toaster, electric iron, radio, family car, bicycle, and other tools and machines whose usefulness must be prolonged for the duration. Indirectly, the purposes of conservation will be reached if children help to make homes safe by putting their own possessions where they belong, by making small repairs, and by taking time to be careful.

Children can take their part, too, in eliminating unnecessary telephone calls, in reducing use of the car or of buses by walking when they are asked to do errands, and by assuming certain responsibilities which will free an older person in the family for some type of war service. Conservation of both material and human resources has so many possibilities



that individual teachers or schools will want to make an inventory of those particular items most essential in the local community. School discussion can identify those which call for work at school, and will serve as a springboard for attacking those which are essentially problems for the home.

Rationing is another area of real concern to elementary children. They are the equal of adults in number of points (except for the coffee coupon) and they are as much involved in spending those points wisely. The rationing program includes emphasis not only on items actually secured by stamps, but on items which involve voluntary rationing on the part of the individual. For example, gas, water, electricity have not been rationed officially, but individuals voluntarily should use gas efficiently, turn faucets tight, mend leaky hose connections, and turn off lights not in use.

Learning experiences relating to this area of consumer responsibility are numerous. One school reported a demonstration in the wise use of gas for cooking. A thermometer was suspended in a pan of boiling water without allowing it to touch the sides or bottom of the pan. After the water had "reached the boil" the thermometer was read. The gas was turned higher, the thermometer was read again, then the gas turned low, but water boiling, and the thermometer read the third time. At each reading the temperature registered exactly the same. Therefore, children drew the conclusion that the homemaker wastes gas if she uses more than enough to keep her cooking at the boiling point.

In the laboratory school of a midwest teachers' college, a group of upper-grade boys had the fun of being members of a cooking club. When the war emergency resulted in the employment of many mothers, some girls with home responsibilities, were allowed to join the club too. Both boys and girls with the help of the home economics teacher, and prospective elementary teachers as assistants, prepared, about twice a week, a hot dish usually made from foods not rationed, which could be carried home to be used as the main dish for the family's evening meal.

Early in the rationing program, children heard about the subject over the radio, at the movies, in newspapers for adults and for themselves, and in the conversations of grown-ups. Some children in the primary grades converted the grocery store which they had built and in which they played into a ration center. They put up rules to be followed, made their own ration books, and learned the value of points as they made their play purchases. Children often reported that they had been able to help their parents understand certain of the details of rationing through their experiences at school.

Older children have not only mastered the mechanics of rationing, but have attempted to understand the "whys" of the program, which are basic to a willing acceptance of the limitations which rationing imposes. They have made maps showing the sources of supply for goods-Americans would get if we were living in other parts of the world; they have made a vocabulary of rationing in card index form; and they have listed those foods which have gone to war, have attempted to suggest substitutes for each, and have tried to show by means of

charts, the comparative food values. This activity has sometimes resulted in planning menus for the school lunch.

In order to demonstrate the need for rationing sugar, one group made a listing of commodities, not only foods, but manufactured products which contain sugar as an ingredient. A group of children living in a honey-producing state, made a study of that substitute. They collected recipes which could be made with honey rather than with sugar, and assembled these in booklet form for their mothers, whom they entertained with a report of their study, and samples of the foods prepared with honey.

How can time be found in the elementary school program for consumer education, especially now when so many special programs are demanding attention? The answer is that the teacher should not embark on some one of these programs to the exclusion of the others. Rather, she should attempt to recognize possibilities in social studies, in science, in arithmetic, reading and language, in health, art, and music for capitalizing upon some of the excellent features of the programs that have been mentioned. For example, in social-studies units organized around food, clothing, shelter, and transportation, activities may take on a consumer-education emphasis. In more formally organized classes in geography and history, to the extent that the content deals with problems in any section of the country or in any period of time, comparisons and contrasts of ourselves with other people are inevitable.

The one requirement is that the teacher be open-minded, interested, and enthusiastic in attempting to organize the work of the classroom around the practical problems of living facing every child in her classroom today, when Americans are living in a world at war.

### **VIII. A Secondary School Unit**

#### **Conservation of Resources**

##### **A. Introduction:**

This teaching unit is intended for students in the last year of the senior high school. It can be developed in about four weeks, but more time may be devoted to it profitably. The problem is of great significance at the present time in the face of wartime shortages, and the need for conservation of resources, goods, and services. "Our national life and culture and, indeed, our very existence depend in the last analysis upon the availability of essential natural resources and the use which is made of them."\*

The accumulated information with recommendations based on experience, experimentation, and research is sufficiently clear to indicate desirable and necessary courses of action, but popular understanding and appropriate legislation has lagged far behind the facts. Recent books, pamphlets, bulletins, and moving pictures in rapidly increasing numbers, are portraying essential facts, causes, and consequences in ways which make the study of the problem interesting, and even fascinating to young people.

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\* Educational Policies Commission. *The Purposes of Education in American Democracy*. Washington, D. C., National Education Association, 1938, p. 112.

## B. Objectives:

**The Problem:** How can we gain greater efficiency in conserving and utilizing our resources?

This study should develop in the student the desire and the ability:

1. To preserve the fertility of the soil.
2. To preserve the forest and mineral wealth.
3. To preserve the birds, fish, and wild animals.
4. To avoid loss due to fires and floods.
5. To avoid loss due to strikes and group conflicts.
6. To conserve food, clothing, fuel, household articles, machinery, and essential services.
7. To enjoy and preserve the beauty in nature.
8. To understand that agricultural and industrial production depends upon the wise use of natural resources.
9. To understand that future living conditions in the city as well as in the rural districts, depend upon our use of natural resources.
10. To appreciate the need for constructive national and regional programs for the conservation, development, and replenishment of our natural resources.

## OVERVIEW FOR STUDENTS

"If the land perish, how shall men survive?"

*Little Waters.*

"It has been said that the history of civilization is the history of hungry man in search of food. It is the business of conservation to so manage our soil, water, and other gifts of nature that hungry man may not search in vain."\*

We, in the United States, have managed this business very poorly. We have permitted a tragedy of waste that did not need to happen, but, fortunately, it is not too late to become nature's partner in a program of conservation that will save our soil, and turn our streams into power that will work for us instead of against us.

To our forefathers the splendid, primeval forests were a barrier to progress, and the abundance of fertile soil was a temptation to "farm the land until it wears out, then move on." In a remarkably short time the conquest of the continent was complete. The business of exploiting the soil and other resources was carried on at a furious pace. Fortunes were made in industry and agriculture. The 850,000,000 acres of forest was reduced by nearly half in 300 years. Soil depleting crops were raised year after year; the heavy sod of the plains was turned down by the plow, exposing millions of acres of fine earth to the wind and the sun. Birds and wild animals were killed wholesale. Oil was pumped faster than it could be used, and the waste was several times greater than the product. The waste in coal and natural gas was at least as great as the amount produced. Few people stopped to consider the consequences.

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\* Joy N. Darling, President of the National Wildlife Federation.



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They were enjoying prosperity. Why interfere with it? Nature's bounties seemed limitless.

In recent years we have heard a different story. It is a story of appalling floods, draughts, dust storms; of people helpless in the face of disaster; of tenant farmers struggling against poverty on poor land; and of extraordinary demands for production of food and supplies needed to win the war. Erosion is, however, still nibbling at two-thirds of our top soil, and we are beginning to fear the exhaustion of some of our other resources.

The fight to save our resources is a thrilling one. What we are seeking is effective means of saving our natural and human resources. True, we need cooperation between the agencies of the Federal Government and the states. But, most of all, we need alert individuals who know what is needed, and who are willing to take the precautions required for the sake of our future security, prosperity, and happiness.

### APPROACHES AND MOTIVATIONS

1. Show one of the recent, excellent government documentary films listed under "Visual Materials" on page 33.
2. Read the verses and show the pictures of Archibald MacLeish's powerful illustrated poem, *Land of the Free*. The effect will be enhanced if two books are used, one to project the pictures on a screen and the other for the reading of the sound track which, in this case, illustrates the pictures.
3. Contrast the resources of the United States with those of other countries by means of figures on minerals, water power, land and forests obtained from the *World Almanac*, or from Zimmerman's *World Resources and Industries*, listed under the teacher's bibliography, p. 35.
4. Go over the statements listed under "Issues for Discussion." What do pupils know about these issues? Do they have any emotional reaction towards them? Would they like to know all the available facts? Help them find materials on the phases in which they are interested, and encourage each one to go deeply enough into at least one issue to obtain a thorough grasp of the problem and its possible solutions.
5. Raise a number of stimulating questions for consideration: Does the desire for natural resources ever lead to war? Are natural resources the basis of all wealth? Should the conservation of natural resources be of concern to city people?
6. Post and discuss magazine or newspaper pictures dealing with some phase of the conservation movement; reclamation projects, reforestation, irrigation and power projects, wild life, oil fields, resources used in war industries, etc.
7. Arrange a trip to observe a conservation project that is being developed in your community.
8. Invite an authority in the field to speak on a special phase of activity related to the present conservation program.

9. Take an excursion to identify and become familiar with plant and animal life.
10. Observe farm lands of the community to discover if terracing, crop rotation, or other means of soil conservation are in evidence.

### ACTIVITIES, PROJECTS, AND PROBLEMS

1. Bring to class samples of the natural resources of the community or region.
2. Select some kind of goods and learn the practical details of using and caring for it. Report what you have learned.
3. Interview a local authority on the need of conservation services. Ask him to talk to the class if you find that he has something valuable for the group.
4. Discover, by reading, what elements in the soil are essential to plant life and determine how these elements may be preserved.
5. Show how conservation is related to war production.
6. Explain, in a composition of a few hundred words, why conservation of soil and other natural resources is of vital concern to city people.
7. How can conservation help us avoid inflation?
8. Discover the common causes of forest fires. From these causes make a list of recommendations that will enable all of us to aid in the prevention of forest fires.
9. Lead a campaign to collect paper, rags, scrap iron, tin, fats, etc.
10. Join or form an organization which is devoted to sharing and repairing household articles or machinery.
11. Discuss the relation between conservation of resources and each of the following:
  - a. Improving the standard of living.
  - b. Enjoying the benefits of recreation.
  - c. Appreciating the beauties of nature.
  - d. Winning the war.
  - e. Safeguarding the peace in the post-war world.
12. Investigate the policies followed by our government with respect to conservation of forests or minerals or soil or waterpower. Compare our policy with that of Denmark, Sweden, or other European countries. How can we improve our policy?
13. Send to the Department of Agriculture for information about government work on conservation of soil.
14. Locate the government power sites in the United States. In what ways are they important to the country? Now and in the future?
15. Study the economic and social influence of the Tennessee Valley Authority. What are the aims of the T.V.A.? What has been done so far?
16. Is our standard of living as high as our relative wealth in natural resources would lead you to expect? Investigate and explain.



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17. Apply what you have learned to the production of a farm crop or a vegetable or flower garden. Lay out your plans before you start. List all the things you will do to conserve and build up the soil.
18. How can you conserve resources as a consumer of food, clothing, and household equipment?

### ISSUES FOR DISCUSSION

**The Problem:** How can we gain greater efficiency in conserving and utilizing our resources?

The following statements are definite, but not necessarily true. Go over each one carefully. Select at least one or two for investigation. Bring real evidence to show what the correct statement should be. The class will judge your work, when all the evidence is in, by a general discussion. A final show of hands will indicate the beliefs of students based upon the best evidence available.

1. Americans have usually been indifferent about the conservation of land, forests, water, minerals, etc.
2. We are producing more farm products than people can use.
3. The war will solve the conservation problem.
4. The problem in the mineral industry before the war was not one of scarcity, but one of surplus, due to overdevelopment and destructive competition.\*
5. The producers of oil, gas, and coal faced the same problem of surplus prior to the war.
6. Natural resources are the basis of all wealth.
7. The desire for natural resources is an important cause of war.
8. Soil is the most valuable of all our material resources, but there is nothing we can do to prevent its loss through erosion.
9. We can prevent floods and dust storms by applying the knowledge we have.
10. The Federal Government has been carrying on a number of great national conservation projects over a long period of time.
11. Everybody should know how to conserve food.
12. The proper use and care of clothing deserves special study.
13. Consumers can avoid waste of coal, oil, natural gas, and lumber.
14. The efficient consumer knows how to use and care for household equipment.
15. Future standards of living in the city as well as on the farm, depend upon our present use of nature's resources.
16. Our forests and parks should be used more extensively for recreational purposes.
17. Conservation of all our resources can be accomplished best through regional and national planning.

**Conclusion:** Write out your conclusions on what consumers can do to conserve and use our resources more efficiently. This will include the program of action which you are willing to observe.

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\* *Recent Social Trends*, p. 85f. President's Research Committee on Social Trends, 1933.

## EVALUATION

An objective evaluation of the growth of the student may be obtained by re-submitting one or more of the tests originally given as a pre-test at the beginning of the study. Compare the "before" and "after" scores of each individual and chart the two group scores to discover the amount of progress that has been made.

The student's written response to the "Conclusion," requested at the end of the "Issues for Discussion," will reveal his mastery of facts, his attitude toward the facts, the maturity of his judgment, and his ability to solve problems in this area of study.

## OBJECTIVES IN EVALUATION

The processes of evaluation and of learning go hand in hand, therefore teacher and student will need to be constantly evaluating all that they do. Tests, written and oral reports, observation of students' activities from day to day, and comparison of the words and actions of the same person from time to time, are all essential to an adequate evaluation of student progress.

"Measurement should be set up as a means of learning, as an integral part of the learning process. It is, when properly considered, not the climax of the act of learning, but the starting point for further learning."\*

Evaluations should be made with definite objectives in view. The nature and scope of the activities and materials of this study should enable each student to show a marked development in:

1. The ability to conserve the common materials in everyday use.
2. An understanding of the vital importance of natural resources to life and well-being.
3. Knowledge of practical remedial and preventive conservation procedures.
4. Familiarity with dependable sources of information in the field of conservation.
5. Determination to use resources for the common good through long-range planning.
6. The ability to organize and interpret facts correctly.
7. Attitudes favorable to the conservation and proper use of resources.
8. The improvement of basic skills and habits: reading, listening, discussing, writing, evaluating, organizing, leading, following.
9. Curiosity about the natural world; interest in and appreciation for the world of nature.
10. The ability to gather evidence and apply it objectively towards the solution of specific problems of conservation.

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\* Educational Policies Commission. (*The Purposes of Education in American Democracy*. Washington: National Education Association, 1938), p. 153.

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- 11.. The ability to work together for a common end.
- 12. The inclination to be fair and tolerant in situations where conflicts arise.
- 13. Willingness to help enforce and finance constructive local, regional, and national progress of conservation.

SELF-EVALUATION CHART  
FOR  
MEASURING PROGRESS IN REACHING OBJECTIVES

Early in the study teacher and students should agree upon what is to be learned and should formulate objectives.

Students may measure their own growth in mastering these objectives by rating themselves on the following scale. Notice that the scale ranges from 0 (complete lack of knowledge) to 10 (complete mastery of the topic).

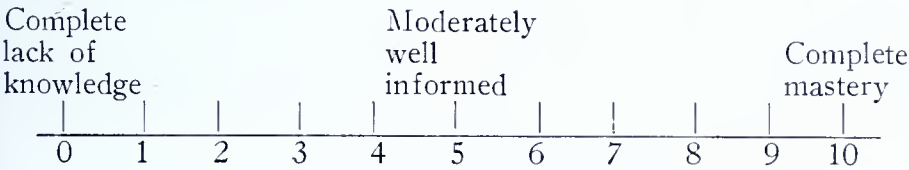
**Note to the Student**

Compare your rating for each objective before and after the study. Then compare your total score before and after the study. This survey can be valuable to you if you are careful and honest in ranking yourself. Your answers will not be used in grading.

**Note to the Teacher**

For this evaluation, as you state the objectives to the students, change the form of the sentences on page 22 from the declarative to the interrogative. This can usually (but not always) be done by placing before the infinitive this phrase: "To what extent are you now able —." State every question in such a way that the answer can be expressed by the student in terms of degrees of perfection as indicated by the scale below.

STUDENT'S NAME .....



Example: Objective 1.—(5)

BEFORE THE STUDY		AFTER THE STUDY	
DATE .....		DATE .....	
<i>Objective</i>	<i>Rating</i>	<i>Objective</i>	<i>Rating</i>
1. ....	(    )	1. ....	(    )
2. ....	(    )	2. ....	(    )
3. ....	(    )	3. ....	(    )
4. ....	(    )	4. ....	(    )
5. ....	(    )	5. ....	(    )

(Use the back of the sheet if you need more space.)

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SCORE AFTER THE STUDY (Total of all ratings, divided by the number of objectives rated) = .....

SCORE BEFORE THE STUDY (Total of all ratings, divided by the number of objectives rated) = .....

DEGREES OF PROGRESS (Score after, minus score before) = .....

### PRE-TESTING

Submit to the students the statements listed in this unit under the title "Issues for Discussion" on page 25, and also those listed under "Sample Objective Test" on this page. Agree with the students on the objectives of the study and then use the "Self-Evaluation Chart" on page 27.

First have students answer these questions in writing and collect the papers. Then ask the students to discuss the questions briefly. The teacher should then study closely the written and oral responses of students. From them he will be able to get a picture of the strong and the weak points in students' education regarding these phases of conservation. This will give the teacher an objective basis for planning and guiding the instruction in the weeks that follow.

These same instruments may be submitted to students again at the end of the study. The difference between the pre-test score and the terminal test score may be used as a measure of the progress of each student. Such important factors as attitudes, interests, understandings, ideals, and habits of students must be observed and directed from day to day. The "Issues" and the "Terminal Test" should contain statements designed to measure these factors, but it is advisable to note their limitations in this direction. Both "Issues" and "Tests" tend to measure judgment and information when they are given to students as "Tests." When "Issues" are used for study and discussion, the other factors are brought out strongly. Students will reveal their interests through their choice of "Issues" for special study, and by the amount of time, effort, and care they devote to their preparations. Attitudes, ideals, and habits will show up during class reports and discussions.

### SAMPLE OBJECTIVE TEST

(Based on T.V.A. "Soil" Booklet)\*

1. Fertile soil is the nation's most valuable natural resource. p. 3.
2. Actual tests have been made of the amount of soil and water lost from different types of slopes, crops, and sods. p. 14.
3. The rotation of corn, wheat, and clover showed a modest loss of 13 tons of soil per acre. p. 16.
4. Fields planted in grass suffered greater loss of top soil and water than plowed, unplanted land. p. 16.
5. An acre of bare soil may wash away about a thousand times as rapidly as an acre of woodland. p. 18.

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\* See item number 7 in the *Basic Materials for Study* bibliography, pp. 31-32.



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6. Tenants who live on a farm for a short term usually do everything possible to build up the soil. p. 20.
7. The wealth that built our cities came out of the soil. p. 22.
8. North Carolina, Tennessee, and Georgia found that owners of copper industries were reasonably considerate of the rights of the farming and lumbering industries without state control. p. 24.
9. Cover crops on fields are better reservoirs for holding water than big dams. p. 26.
10. Replanting open land to forest is a poor method of controlling erosion. pp. 32 and 34.
11. Denmark clears the timber from her poorest land and uses that land to cultivate farm crops. p. 36.
12. The nation now pays farmers for putting a part of their land in pasture, because saving the soil affects the welfare of the whole nation.
13. Terracing, reinforced by the use of soil-building crops, makes running water walk. p. 40.
14. Our system of property taxation places the burden on those rural owners who are least able to pay. p. 48.
15. The welfare of the city worker is closely connected to the welfare of the farmer. p. 52.
16. Most farmers are better off without electricity. p. 54.
17. There are plans for seven large dams in the T.V.A. region, all to be owned and operated by the government. p. 58.
18. The cycle of soil depletion and rebuilding runs as follows:  
a. Removal of cover. b. Loss of soil and water. c. Water control and use. d. Demonstrations. e. Clean cultivation. f. Diminishing returns. g. Experimental phosphates. h. Readjusted land use. i. People on relief.  
(Based on Building America "Conservation" Booklet)\*
19. Soil fertility may be kept by rotating crops. p. 13 #3.
20. The Audubon Society of America is concerned chiefly with the conservation of timber lands. p. 19.
21. When erosion carries the soil from one place, good farm land is built up at some other place. p. 10.
22. It is best to start flood control upstream where there is less water.
23. Finger erosion causes more damage than sheet erosion. p. 10.
24. Many engineers agree that levees cannot *prevent* the rising tide of floods along our rivers.
25. White Americans have wasted a large share of our natural resources.
26. Once soil erosion starts nothing can be done to regain the fertility of the land.

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\* See item number 1 in the *Basic Materials for Study* bibliography, pp. 31-32.

27. Birds help protect our food supply by controlling insect pests.
28. Check dams give no help in preventing erosion. p. 12.
29. Fighting forest fires is the only job of the Forest Service. pp. 17, 18, and 19.
30. In some places water is replacing coal and oil as a source of power.
31. Land terracing conserves moisture and prevents erosion.
32. American producers are efficient in the extraction of coal, oil, and natural gas. p. 29.

### TERMINAL AND FOLLOW-UP PROJECTS

1. Conduct a display of the collections, plans, drawings, and pictures that entered into the study.
2. Join and work in an organization that you have discovered to be doing a good job on some phase of conservation.
3. Dramatize the effects of the waste of natural resources upon the lives of people, and show what can be done to improve the situation. Produce it in class or assembly. See McLeish, Archibald, *Land of the Free*, in the students' bibliography, p. 34.
4. Present a significant motion picture such as *The River* or *The Plow that Broke the Plains*.
5. Take a field trip to observe the features brought out in this study.
6. A genuine, workable plan for conserving and using our natural resources should include the following features:
  - a—
  - b—
  - c—
  - d—
  - e—
7. Any plan for conserving materials in everyday use requires observation of the following rules:
  - a—
  - b—
  - c—
  - d—
  - e—
8. Some units which might naturally follow "Conservation of Resources":
  - Conservation of Life and Health.
  - Relations of Labor and Industry.
  - Consumer Problems such as: inflation, rationing, financing the war, budgeting, wartime buying, victory gardens, housing, wartime transportation, etc.
  - Social Security.

SOME GENERALIZATIONS MADE BY STUDENTS  
AT THE CONCLUSION OF THE STUDY

1. We can obtain and spread information favorable to a more extensive conservation program.
2. We can conserve the natural resources which we use.
3. Some of us can specialize on a phase of conservation as a life work.
4. We can support and assist organized minorities devoted to conservation work.
5. We can help pay for local, state, regional, and national programs of conservation.
6. We can be careful about starting and putting out our camp fires.
7. We can write to public officials in support of conservation programs.
8. We, as consumers, can help solve the problem by buying only what we actually need, by using goods and services sparingly, and by giving everything we use the best of care to make it last.
9. We can support the extension of regional planning for conservation purposes.

BASIC MATERIALS FOR STUDY

1. Building America. *Conservation*, volume 2, no. 7, 1937. 30¢. Americana Corporation, 2 West 45th Street, New York City. Entire booklet. Attractive, fundamental, profusely illustrated.
2. Gustafson, A. F., and Members of the Faculty of Cornell University. *Conservation in the United States*. Ithaca: Comstock Publishing Company, Inc., 1940, 445 pp., \$3.00. An able presentation of basic facts on current problems of conservation.
3. The Bulletin of the National Association of Secondary School Principals. *Wartime Consumer Education*. Washington, D. C.: National Education Association, Nov., 1942. pp. 91-111. Includes guides to help conserve automobiles, tires, fuel oil, furnaces, coal, houses, clothes, shoes, rubber articles, blankets, rugs, cooking utensils, furniture, radio, electrical appliances, refrigerators, vacuum cleaners, and washing machines.
4. Beattie, W. R., *The City Home Garden*. Farmers' Bulletin No. 1044. Revised March, 1938, p. 30. Address: Office of Information, U. S. Department of Agriculture, Washington, D. C. Free. Includes preparation of the soil, tools, seeds, planting, care, and suggested crops.
5. Warren, George M. *Simple Plumbing Repairs in the Home*. Farmers' Bulletin No. 1046. Revised October 1936, p. 13. Address: Superintendent of Documents, Washington, D. C. 5¢. Describes how to make simple repairs with the aid of a few tools.
6. Horne, Roman L. *The Farm Business*. American Primer of the American Council on Education. Chicago: University of Chicago Press, 1936. Entire booklet. Readable, reliable, well-motivated.

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7. Tennessee Valley Authority. *Soil, The Nation's Basic Heritage*. Washington: United States Government Printing Office, 1937. 15¢.
8. Brainard & Zeleny. *Problems of Our Times*. New York: McGraw-Hill Book Company, 1935.  
Vol. I—Utilization of Natural Resources. pp. 26-34.  
Vol. II—Conservation of Natural Resources. pp. 57-83.  
Vol. II—Tennessee Valley Authority. pp. 70-83.  
Vol. II—Civilian Conservation Corps. pp. 182-191.

### SOURCES FOR INDIVIDUAL INVESTIGATION

1. Encyclopedia of the *Social Studies*, *World Almanac*, *Scholastic Magazine*, *American Observer*. See indexes under Conservation, Natural Resources, Minerals, Forests, etc.
2. American Association for the Advancement of Science, Smithsonian Institution Building, Washington, D. C.:  
*Conserving Our Natural Resources*. This is a selected list of material useful to students and discussion clubs. Compiled in 1939. Free.
3. National Resources Planning Board, Interior Building, Washington, D. C.:  
*National Resources Planning Facts*, 1939. Free.  
*Recreational Use of Land in the United States*.  
*Regional Planning*, June 1938. Free.  
*After the War—Full Employment*, January 1942.  
*Post-War Planning*, September 1942.  
If free copies are exhausted, send to the Superintendent of Documents.
4. U. S. Department of Agriculture, Bureau of Human Nutrition and Home Economics. Write for a list of pamphlets on the conservation of consumer goods.
5. U. S. Department of Agriculture, Forest Service, Washington, D. C.:  
*Here Are Forests*. Pictures, 10¢.  
*Great Forest Fires in America*.  
*Work in the U. S. Forest Service*.  
*Forestry and Permanent Prosperity*.
6. U. S. Soil Conservation Service, Washington, D. C. Excellent free picture pamphlets:  
*Top-Soil, Its Preservation*.  
*Ten Billion Little Dams*.  
*Our Soil—Its Wastage, Its Preservation*.  
*Silting of Reservoirs*.  
*Soil Conservation and Wild Life*.
7. Public Affairs Pamphlets. Silver Burdett, 10¢ each:  
*Farmers Without Land*.  
*Saving Our Soil*.  
*This Problem of Food*.



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*How Shall We Pay for Defense?*

*Read Your Labels.*

*More for Your Money.*

*How to Check Inflation.*

8. Manufacturers publish materials on the conservation of durable goods; e. g. *The Care and Use of Electrical Appliances in the Home*. Westinghouse Electric and Manufacturing Company, Mansfield, Ohio. Free.
9. Find current materials in the *Readers' Guide to Periodical Literature*, the *Public Affairs Information Service Bulletins*, and the *Book Review Digest* under such topics as conservation, natural resources, soil, water power, mineral resources, forests, floods, erosion, reclamation, etc.

### VISUAL MATERIALS

1. *Boulder Dam*, 4 reels sound, 5 reels silent, 16 and 35 mm. Construction from start to finish; spectacular work shots, desert, and water scenes. Department of the Interior.
2. *Grand Coulee Dam*, 2 reels silent, 16 and 35 mm. Follows the construction of this Columbia River project. Department of the Interior.
3. *Seeing Yosemite National Park*, 1 reel silent, 16 and 35 mm. Scenes in Yosemite, noted for the beauty of its waterfalls, valleys, monoliths, and sequoia trees. Department of the Interior.
4. *Reclamation and the C.C.C.*, 3 reels sound, 16 and 35 mm. Construction, desert, water, and agricultural scenes. Department of the Interior.
5. *Prevent Forest Fires*, 3 sections in sound, 16 and 35 mm. The good woodsman; the careful fisherman; how to build a campfire. Department of Agriculture.
6. *Plow that Broke the Plains*, 2,700 feet in sound, 16 and 35 mm. A documentary dramatization of the struggle between man and nature. Land is the theme with people as background. Impressive. Y.M.C.A. Film Service.
7. *The River*, 3 reels sound, 16 and 35 mm. A documentary dramatization of the Mississippi River; what we have done with the river and what the river has done to us. Y.M.C.A. Film Service.
8. *Challenge of the T.V.A.*, 3 reels silent, 16 and 35 mm. Y.M.C.A. Film Service.
9. *Work Pays America*, 5 reels sound, 16 and 35 mm. Representative Projects of W.P.A., construction, public health, airports, education arts. Works Progress Administration.

### BOOKS

1. Butler, O. M. *American Conservation in Picture and Story*. American Forestry Association, Washington, D. C., 1935, \$2.50. Concerned with forests and allied subjects. Beautifully illustrated.

2. Reed, Walter C. *America's Treasure*. New York: Harcourt, Brace and Co., 1939. By means of 150 beautiful photographs of typical United States scenes, the author explains the natural causes for these extensive resources.

#### ANNOTATED BIBLIOGRAPHY FOR STUDENTS

1. Beals, Carlton. *American Earth*. New York: J. B. Lippincott, 1939. \$3. The story of the conquest and waste of the continent.
2. Chase, Stuart. *Rich Land: Poor Land: A study of waste in the Natural Resources of America*. New York: McGraw-Hill. 1936. \$3.50. An account of what has happened to our natural resources, and what the government is trying to do to conserve them. Photographs, maps, and charts. Fascinating.
3. Chase, Stuart. *The Tragedy of Waste*. New York: The Mac-Millan Co., 1929. \$1. This excellent book gives a clear and vigorous analysis of economic waste in American life, including waste of natural resources.
4. Coles, Jessie V. *Consumers Can Help Win the War*. Berkeley, Calif.: University of California Press, 1943. 121 pp. \$1. A popular explanation of the facts regarding wartime shortages, rationing, prices, inflation and its control, budgeting and buying.
5. Coyle, D. C. *Waste: the Fight to Save America*. New York: Bobbs-Merrill, 1936. 50¢. Waste by dust, mud, and water; waste of forests, mineral resources, and animals; and waste of men by disease. Cures are suggested.
6. Engle, Paul. *American Song*. New York: Doubleday-Doran, 1934. \$1.75. Poems about the natural resources and beauty of the earth.
7. Ferber, Edna. *Come and Get It*. New York: Doubleday-Doran, and Company, 1935. \$2.50. The story of a Wisconsin lumber king, who had fought his way up from choreboy in the lumber camps.
8. Glover, Katherine. *America Begins Again: The Conquest of Waste in Our Natural Resources*. New York: Wittlesey House, 1939. \$2.75. The story of the waste and possible conservation of our resources. Includes T.V.A. and Columbia River projects. Many pictures.
9. Goslin & Goslin. *Rich Man, Poor Man*. New York: Harper Brothers, 1935. \$1. Pictures of a paradox: Poverty in the midst of plenty. Points a way out of our bewilderment.
10. Lorentz, Pare. *The River*. Harrisburg, Pa.: Stackpole Sons, 1937. An arousing poem of the mighty Mississippi River Valley. Here is the story of our sleep of indifference—and our awakening.
11. MacLeish, Archibald. *Land of the Free*. New York: Harcourt, Brace and Co., 1938. \$3.50. A book of photographs illustrated by a poem built on the refrain: "We are wondering"—whether it is the land of the free.

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12. Person, H. S., and others. *Little Waters: A Study of Headwater Streams and Other Little Waters*. Washington, D. C.: Government Printing Office, 1936. 15¢. This is an excellent account of the effects of erosion on the country's resources. Contains practical suggestions for individual and group action.
13. Whitman, Willson. *God's Valley*. New York: Viking Press, 1938. \$3. A clinical study of reclamation in the Tennessee Valley Authority region.

### BIBLIOGRAPHY FOR TEACHERS

1. Bristow and Cook. *Conservation in the Education Program*. U. S. Office of Education, Bul. 1937. No. 4; Superintendent of Documents, 10¢.
2. Consumer Division, Office of Price Administration. *The Consumer and the War*. Washington, D. C., 1942. 31 pp. Free. Includes wise buying of food and clothing and conservation of consumer goods in the home.
3. Consumer Division, Office of Price Administration. *War Against Waste*. 1942. Free. This is a one-page suggested lesson and a one-page suggested program for a high school assembly. A five-page dramatization for high schools entitled *The Consumer's Pledge Against Waste*, is also available.
4. Consumer Division, Office of Price Administration. *Wise Buying in Wartime*, 1942. Free. This is a series of study outlines on tomatoes, beef, eggs, bread, and cereals.
5. Neagle, M., "Curriculum Unit: Conservation of Natural Resources." *California Journal of Elementary Education*. 7:21-32; August 1938.
6. Palmer, E. L., "Conservation and Nature Education in the Senior High School." *Nature Magazine*. 32:166; March 1939.
7. President's Research Committee on Social Trends. *Recent Social Trends in the United States*. New York: McGraw-Hill Book Co., 1939. Ch. II: "Utilization of Natural Wealth," pp. 59-122.
8. Zimmerman, E. W. *World Resources and Industries*. New York: Harper, 1933. \$5. Scholarly treatment of the world's resources in agriculture and industry.
9. U. S. Office of Education. *Conservation of Natural Resources: Outlines for Instructors* in C.C.C. Camps. Superintendent of Documents, 1935. (C.C.C. Vocational Series #7.) 10¢.
10. Conservation Education in Secondary Schools. Washington, D. C.: U. S. Office of Education, 1938. (Bibliography No. 55.)
11. *Conservation Education in Elementary Schools* No. 70; *Conservation of Trees and Forests for Use in Elementary Schools* No. 71; *Conservation of Birds, Animals and Wild Flowers for Use in Elementary Schools* No. 72. U. S. Office of Education, Washington, D. C. Free. A Bibliography Series.

## Part Four

### BIBLIOGRAPHIES

#### IX. General Bibliography

The Bulletin of the National Association of Secondary-School Principals. *War-Time Consumer Education*. Washington, D. C.: National Association of Secondary-School Principals of the National Education Association, 1201 Sixteenth Street, N. W., November, 1942. \$1. This issue of the bulletin was prepared by the Educational Service Branch, Consumer Division, Office of Price Administration, to meet the requests of secondary-school principals and teachers for information on the wartime program of economics. It is an excellent source including details on organizing the schools, organizing the curriculum, and selecting materials to use.

Consumer Education Study. *My Part in This War*. Washington, D. C.: National Association of Secondary-School Principals, 1201 Sixteenth Street, N. W., 1943. 93 pp. 25¢. Explains the Government's wartime economic program for high school students. Deals with inflation, rationing, price and credit control, economic stabilization, emergency taxation, national conservation, and personal economy.

Educational Policies Commission. *The Purposes of Education in American Democracy*. Washington, D. C.: National Education Association of the United States and the American Association of School Administrators, 1201 Sixteenth Street, N. W., 1938. 157 pp. 50¢. This is an excellent source regarding the philosophy and objectives of consumer education. Chapter VI. The Objectives of Economic Efficiency suggests units or topics.

U. S. Office of Education. *Some Principles of Consumer Education at the Secondary School Level*. Pamphlet No. 94. Washington, D. C.: Federal Security Agency, U. S. Office of Education, 1942. 15¢. This pamphlet includes I. Introduction; II. Assumptions and Philosophy; III. Scope (which suggests as basic divisions, consumer choice making, consumer income management, buying consumer goods and services, using and caring for consumer goods, the economic order and consumer welfare—and suggests topics); IV. Methods of Organization; V. Learning activities and teaching methods; VI. Sources of materials and criteria for evaluation; VII. Teacher training; and VIII. Bibliographies and sources of current information on consumer education; and Appendix including a list of topics mentioned as essentials in consumer education.

State Council of Defense, Commonwealth of Pennsylvania, State Capitol, Harrisburg, Pennsylvania. *Home Mechanics for Wartime Living*. 12 pp. Free.

Office of Price Administration, Educational Services Branch, Department of Information, Washington, D. C. *Your Part in Holding the Line*. A four-page leaflet explaining the community price program and price panels. Contains a picture story on how to keep your food bill down.



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American Home Economics Association, Washington, D. C. *Consumer Education Service* for April 1943. This issue contains a wealth of information describing units of work or projects (about 50 reported) in consumer education carried on by home economics departments in schools and colleges throughout the country. Most units and projects include consideration of rationing, and some of price control.

War Food Administration, Washington, D. C. *It's Up to You*. A play in the "living newspaper" technique written in cooperation with the Department of Agriculture, on the wartime food situation and how it affects every individual. A simplified version of the script, using a smaller cast, which is suitable for presentation by high schools and colleges.

Consumer Division, Office of Price Administration. *O. P. A. Bulletin for Schools and Colleges*. Washington, D. C., 1943. 16 pp. Free to Teachers and Administrators. Furnishes content material, references, news items, etc., to help schools develop wartime educational programs.

Pennsylvania State Council of Defense. *The Pennsylvania Consumer in Wartime*. June 8, 1942. Revised edition, October, 1943. Harrisburg: Advisory Committee on Consumer Interests, Pennsylvania State Council of Defense. Free. For use by informal study groups.

Manwiller, Charles E. *Student Outline for Consumer Education Course*, Part I and Part II, for 10th grade. Pittsburgh: The Board of Public Education, September, 1940. In addition to student outlines, a course of study for teachers has been prepared. Part I deals with Orientation of Course; Consumer Goods: Consumer Services.

Richards, Matthias. *An Outline of a Course in Consumer Problems*. Philadelphia: The Board of Public Education, August, 1942. This is an outline of a course for adults. It includes as topics: managing the family dollar; hazards and safeguards for the family dollar; the consumer movement, consumer cooperatives; the food dollar; the clothing dollar; the housing dollar; the consumer dollar is exchanged for household equipment; the consumer dollar is exchanged for drugs and toilet goods; the consumer dollar is saved and invested; the consumer dollar is protected by insurance; the consumer dollar is invested in health services and recreation; the consumer dollar is affected by taxation; financing the consumer; the marketing structure and the consumer. Each topic includes objectives, suggested teaching outline, suggestions to teachers, and suggested teaching materials. The latter includes for each topic a very comprehensive bibliography which is of value to all teachers of consumer education.

*United States Government Manual*. Fall edition, 1942. Washington, D. C.: Superintendent of Documents. A 708-page, printed, paper-bound book covering all branches of the government—creation, organization, function, activities, and representative publication. Single copy, \$1.

## SUGGESTIONS—WARTIME AND POST-WAR CONSUMER EDUCATION

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Chase, Stuart. *When the War Ends*. New York: The Twentieth Century Fund, 330 West 42nd Street, 1942 and 1943. A series of six reports on post-war problems. They are published as separate, short books under the title: 1. *The Road We Are Traveling: 1914-1942*; 2. *Goals for America: A Budget of Our Needs and Resources*; 3. *The Dollar Dilemma: Problems of Post-war Finance*; 4. *Tomorrow's Trade: Problems of Our Foreign Commerce*; 5. *Farmer, Worker, Businessman: Their Place in Post-war America*; 6. *Winning the Peace*.

Coles, Jessie N. *Consumers Can Help Win the War*. Berkeley, California, University of California Press, 1943. 121 pp. \$1. A popular explanation of the facts regarding wartime shortages, rationing, prices, inflation and its control, budgeting and buying.

Gordon, Leland J. *Consumers in Wartime*. New York: Harper and Brothers, 1943. Discusses the problems that face consumers in this war emergency, and offers suggestions on how these problems can be solved best.

New Jersey Department of Public Instruction. *A Guide for Teaching Consumer Education in Secondary Schools*. Trenton: Secondary Division, The Department, 1943. 150 pp. Free to teachers and administrators. Includes nineteen teaching units on various phases of consumer education.

Tonne, Herbert A. *Consumer Education in the Schools*. New York: Prentice-Hall Co., 1941. 365 pp. \$2.85. Designed to help teachers in the selection of subject matter, in the presentation of materials, and in methods of instruction.

Wieting, C. Maurice. *How to Teach Consumers' Cooperation*. New York: Harper and Brothers, 1942. 206 pp. \$2.50. Provides an abundance of material for understanding cooperatives.

*Economic Problems of the Post-War World*. A resource unit for secondary schools. National Association of Secondary School Principals. 1201 Sixteenth Street, N. W., Washington, D. C. 30¢.

Consumer Education Study. *An Overview of Possible Subject Matter in the Consumer Education Field, prepared by Dr. Fred T. Wilhelms*, Association of Secondary-School Principals, 1201 Sixteenth Street, N. W., Washington 6, D. C. Presents a tentative organization of a large number of topics collected from textbooks and syllabi which have been studied carefully in a number of summer school classes and by representatives of interested business girls, notable members of the Home Economics Women in Business. All of the resulting criticisms and suggestions have been considered by the staff of the Consumer Education Study as they prepared a revision showing the scope and organization of materials for which they will develop teaching-learning units.

The staff has been helped greatly also by a study of the weightings given by students in several summer school classes and by more than



600 secondary-school teachers who reported their judgment of the importance of 187 proposed topics and of 56 stated purposes of consumer education. Tabulations of the responses have been sent to all who cooperated and are available to others on request.

*Consumer Education.* Mendenhall, James E. and Harap, Henry—Editors. New York: D. Appleton-Century Company. 1943. 399 pp. \$2.50. The first four chapters serve as orientation, presenting the reasons for consumer education, how it has reached its present status, for whom and how consumer education shall be provided, the effect of war upon the movement and a report of the present status of consumer education at all levels of the educational system. Illustrations of consumer education in the elementary school, in various high school departments, and in colleges, are offered. Other chapters include sources of consumer information and teaching aids, use of community resources, help in relating consumer education to wartime needs, a summary of research in the field and bibliographies.

## X. A Selected Elementary Level Bibliography

Brindze, Ruth. *Johnny Get Your Money's Worth.* New York: Vanguard Press, 1938. 230 pp. A book to help boys and girls buy wisely the things they need and want.

Clark, Harold F., Editor. *Economic Education.* Eleventh year-book of the National Council for the Social Studies. Washington, D. C.: National Education Association, 1940. 166 pp. \$1. Pages 4 to 19 are devoted to a survey of economic education including consumer education on the elementary level. The survey is written by Ruth Wood Gavian on the basis of her analysis of hundreds of courses of study in the United States. Very helpful as a guide in developing units.

Dale, Edgar. "Economics for Children." *Ohio University Educational Research Bulletin*, IX, No. 14: 1930. pp. 381-4. Reports a study of articles purchased by children in stores. Recommends that "going to the store" may be made a valuable training to develop the meaning of money, an idea of price, acquaintance with numbers, training in computational skills, and the need for cooperative effort.

Gavian, Ruth Wood. *Education for Economic Competency in Grades I to VI.* New York: Bureau of Publications, Teachers College, Columbia University, 1942. 190 pp. \$2.10. This doctor's study includes topics found in analyzing hundreds of courses of study. Many sample materials are used as illustrations.

Mackay, Charles B., Editor. *Ways to Victory.* A Teaching Guide for Use in Elementary Schools. Providence, R. I.: State Council of Defense, 1942.

McBroom, Maude, and Gavian, Ruth Wood. *How the Elementary School Can Teach About Inflation.* Des Moines, Iowa: State Department of Public Instruction, 1942. 6 pp. (Mimeo.) Ways in which

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the elementary school may teach what consumers can do to help win the war.

National Education Association. *Teaching Economics to Children*. Personal Growth Leaflet Number 112. Washington, D. C.: The Association. 16 pp. One cent each in lots of 25. Presents twelve steps in teaching children to be careful consumers.

*Our Way on the Home Front—Roads to Victory*. Washington, D. C.: Public Schools of the District of Columbia, 1943. 76 pp. (Mimeo.) Unit II, Elementary Schools.

Spitzer, Herbert F. and Bennett, H. K. *Iowa Elementary Schools Take Their Place in the War Effort*. A Suggestive Guide to Instruction. Des Moines, Iowa: State Department of Public Instruction, 1942. 45 pp.

State Department of Public Instruction. *Ways to Victory on the Home Front*. Raleigh, North Carolina. A handbook for teachers of consumer education in wartime.

*Your Place in the War Program*. (To All Elementary School Personnel.) Los Angeles, Calif.: Public Schools, 1942. 58 pp. (Mimeo.) War Bulletin No. 1.

*Some Source Materials from Government Agencies on Wartime Consumer Education*. Superintendent of Documents, Washington, D. C. Leaflet No. 67. 5¢. For use by administrators and teachers in elementary and secondary schools.

### XI. A Selected Secondary Level Bibliography

#### A. Textbooks

1. Barrett, Theodore, and Spaeth, Louis B., Jr. *What About Dollars*. Pasadena, California: Educational Research Association, 1936. 305 pages. \$1.60. A text on money management and general buying problems.
2. Chase, Stuart, and Schlink, F. J. *Your Money's Worth*. New York: Macmillan Co., 1928. \$1. This is the book that was largely responsible for popularizing consumer education. Should be in the library.
3. Cowan, Anne L. *Consumer Mathematics*. Harrisburg, Pennsylvania: Stackpole Sons, 1938. 324 pages. \$1.64. Practical consumer problems for courses in mathematics.
4. Educational Policies Commission. *Education and Economic Well-Being in American Democracy*. National Education Association, Washington, D. C., 1940. 227 pages. 50¢. Pages 44-74 are devoted to consumer education; why the schools should give greater attention to it; and what phases need special emphasis. For the teacher.
5. Floyd, O. R., and Kinney, L. B. *Using Dollars and Sense*. New York: Newson and Co., 1942. 314 pages. Includes the fundamentals of consumer economics. Simple in style.

6. Gaer, Joseph. *Consumers All*. New York: Harcourt, Brace and Co., 1940. 208 pages. \$1.32. A general treatment for supplementary use.
7. Gall, Herman. *Consumer Economics: An Activity Guide Book for High School Students*. Institute for Consumer Education, Stephens College, Columbia, Missouri, 1940. Still available at \$7.50 a dozen. Contains eleven well-developed units with projects for students, suggestions for teaching, and reading references. Helpful.
8. Hausrath, A. H., and Harms, J. H. *Consumer Science*. New York: The Macmillan Co., 1939. 692 pages. \$2.40. A practical consumer approach to science.
9. Reich, Edward, and Siegler, C. J. *Consumer Goods—How to Know and Use Them*. New York: American Book Co., 1937. 538 pages. \$1.96. A text concerned primarily with the study of consumer goods.
10. Shields, H. G., and Wilson, W. H. *Consumer Economic Problems*. Cincinnati, Ohio: South-Western Publishing Co., 1940. 508 pages. \$1.66. A text covering consumer problems as well as consumer goods and services.
11. *Our Money and Our Life in Wartime*. A wartime supplement for consumer education. South-Western Publishing Company, 354 Fourth Avenue, New York City, New York. 8¢.
12. Smith, A. H. *Your Personal Economics*. New York: McGraw-Hill Book Co., 1940. 651 pages. \$1.96. A consumer approach to economic problems.
13. Trilling, Mabel B., Eberhart, E. H., and Nicholas, F. W. *When You Buy*. Philadelphia: J. B. Lippincott Co., 1939. 401 pages. \$1.80. An interesting text devoted to the difficulties consumers face in present-day buying. Offers possible methods of improving the consumer's position.
14. ZuTavern, A. B., and Bullock, A. E. *The Consumer Investigates*. Baltimore: H. M. Rowe Co., 1938. 525 pages. \$2. A text covering consumer problems as well as consumer goods and services.

## B. Booklets

1. *Better Buymanship Pamphlets*. Household Finance Corporation, 919 North Michigan Avenue, Chicago, Illinois. 2½ cents each. Up to 50 copies of one title sent free to teachers. Good general treatment of numerous topics. Write for list.
2. Dallas, Helen, and Enlow, Maxine. *Read Your Labels*. Public Affairs Committee, 30 Rockefeller Plaza, New York City. 10¢. Presents food, drug, and cosmetics legislation in an interesting manner.

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3. *Fact Booklets*. Better Business Bureau nearest to you. 5¢ each. Good general treatment of numerous topics. Write for list of titles.
4. Gabler, Werner K. *Labeling the Consumer Movement*. American Retail Federation, 1627 K Street, N. W., Washington, D. C. 1939. 50¢. An analysis of organizations and agencies engaged in consumer activities. Accurate and complete.
5. *Public Affairs Pamphlets*. Public Affairs Committee, Inc. 30 Rockefeller Plaza, New York City. 10¢ each. Brief and interesting. Write for list of titles.

### C. Periodicals

1. *Consumer Education Journal*. Consumer Education Association, 45 Sunnyside Avenue, Brooklyn, N. Y. \$2 a year. A professional journal for teachers.
2. *Consumer Education Service*. American Home Economics Association, 620 Mills Building, Washington, D. C. \$1 a year. Covers new publications, government services, standards, grades labels, legislation, cooperatives, and current activities which bear upon consumer education.
3. *Consumer News Digest*. Committee on Consumer Relations in Advertising, Inc., 420 Lexington Avenue, New York City. Bi-monthly. Free to teachers. A summary of happenings of interest to consumers and distributors. It is financed by advertising agencies and leading media. It aims to interpret to the advertising man the significance of the consumer movement.
4. *O. P. A. Information Leaflet for Schools and Colleges*. Educational Services Branch, Department of Information, Office of Price Administration, Washington, D. C. Simple, concise, and interesting statements of fact on price control and rationing.
5. *Consumers' Guide*. Published by Consumer Counsel Division, U. S. Department of Agriculture. Subscribe from the Superintendent of Documents, Washington, D. C. 50¢ a year. A general survey of consumer problems. Well illustrated, interesting and valuable.
6. *Consumers' Research Bulletins*. Consumers' Research, Inc. Washington, New Jersey. Monthly. \$3 a year with Annual Buying Guide. Consumers' Research is a consumer-financed testing and rating agency which issues reports on products by brand name.
7. *Consumers' Union Reports*. Consumers' Union of the United States, 17 Union Square, West, New York City. Monthly. \$3.50 a year with annual Buying Guide.  
*Bread and Butter*. Consumers' Union Weekly. \$1 a year. Gives information and advice on buying on a week to week basis. Consumers' Union is a consumer-financed testing and rating



agency which issues reports on products by brand names. These reports also include information about working conditions.

8. *Monthly Summary of Activities*. Federal Trade Commission, Washington, D. C. Free.
9. *Newsletter*. A set of back issues of this monthly publication of the Institute for Consumer Education is available from Loeta Lois Johns, Stephens College, Columbia, Mo. It is a mine of information covering the period from October, 1939 to December, 1941. 54¢.
10. *Notice of Judgment Under the Federal Food, Drug, and Cosmetic Act*. Published by the Food and Drug Administration, Federal Security Agency, Washington, D. C. Free. Reports the disposition of cases taken into the courts for violating the federal laws protecting consumers.

#### D. Consumer Bibliographies

1. Johns, Loeta. *Brief Guide to Consumer Literature*. Institute for Consumer Education, Stephens College, Columbia, Missouri. 5¢. Lists 168 of the better books in the consumer field arranged alphabetically by author.
2. Mann, George C. *Bibliography on Consumer Education*. New York: Harper and Brothers, 1939. A comprehensive bibliography consisting of 1,981 entries classified into 23 divisions. Includes materials published up to November 15, 1938.
3. Office of Price Administration. *Selected References on Price Control, Rent Control and Rationing*. Educational Services Branch, Department of Information, Washington, D. C. December 1943. 8 pages. Free. One hundred references for teacher and student, for various instructional levels and subject fields.
4. Salsgiver, Paul L. *Sources of Supplementary Materials for Courses in Consumer Education*. Monograph 50. South-Western Publishing Co., 1940. 61 pages. Free to schools. 50¢ to others.

#### E. Radio Program

1. *Consumer Time*. Red Network of the National Broadcasting Co. 12:15 to 12:30 every Saturday. The time is subject to change. The Consumers' Counsel Division and other agencies performing consumer services present buying pointers on the selection of goods and services and current events of interest to consumers. Information is condensed and made available to consumers on 3 x 5 inch cards called "Consumer Tips." Cards are mailed to listeners free on request.





# APPENDIX

## CONSUMER EDUCATION—FORM FOR SUGGESTIONS

Please send to the Committee on Consumer Education, Bureau of Instruction, Department of Public Instruction, Harrisburg, Pennsylvania.

The primary purpose of this bulletin is to assist and stimulate elementary and secondary schools in the development of adequate programs of consumer education. In order to serve most effectively, the Department needs the help and service of those who are working in the field in close contact with the daily teaching situation. In the interests of obtaining a wide variety of practical and useful materials in this field, will you send your suggestions to the committee and answer these questions?

1. Do you have a course as such in consumer education?.....
2. Is it required or elective? ..... Length in weeks.....
3. What students take it? Grade ..... No. boys ..... No. girls .....
4. How has the course been changed to meet wartime needs? .....  
.....
5. The teacher's name ..... Major field .....
6. In what year was the course started? .....
7. Are units in consumer problems being taught in any subject matter field?  
.....
  - (a) What subjects?
    - 1.
    - 2.
    - 3.
    - 4.
  - (b) What units?
    - 1.
    - 2.
    - 3.
    - 4.
8. Are you interested in developing a school-wide program of consumer education?  
.....
9. Is there a need for a "guide" or "syllabus" consisting of a great number of specific units similar to the samples given in Part Three, from which teachers may select and adapt those suitable to their classes?  
.....
10. Name of the person who is willing to help in the construction of such materials .....
  - (a) Present position .....
  - (b) Experience and training .....
11. What helps do teachers need most in consumer education? .....
12. Do you believe that consumer education can provide a medium for better integrating the work of your schools? .....
  - (a) What are you doing about it? .....
13. What suggestions do you have for the next consumer publication? .....
14. What general suggestions do you have for improving instruction in consumer education? (Use back of sheet for reply.)

This questionnaire was answered by .....

(Name)

(School)

(Position)

(Address)









